# Making Data-Based Decisions

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OSEP Center on Positive Behavioral

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# Data-Based Decision Making

1. Determine what questions you want to answer
2. Determine what data will help to answer questions
3. Determine the simplest way to get data
4. Put system in place to collect data
5. Analyze data to answer questions

*Focus on both Academic and Social Outcomes*

# SW-PBS Data-based Decision Making Worksheet

| 1. Question | 2. Data to help answer | 3. Simplest way to get data | 4. System to collect | 5. Analysis |
|---|---|---|---|---|
| | Existing:<br><br>Additional: | | | |
| Notes: | Current collection: | | | |

# 1. Determine what questions you want to answer

*Examples*

- Can we predict problems/success?
  - When/where/who?
- Possible "function" of problem behavior?
- Who needs targeted or intensive academic supports?
- What environmental changes/supports are needed?

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| Does our PBS intervention focusing on universal social supports decrease problem behavior? | Existing: Office Discipline Referral Form | ODR form sent to office for both Majors and Minors | Staff send ODR with student if major offense | Data graphed with major summaries for each PBS team meeting |
| | Current collection: Team notes | ODR information entered at end of each day by secretary | Place ODR in inbox on secretaries desk for minors | Data graphed and presented at monthly staff meetings |
| | Additional: more specifics on form and clearly defined categories | | All entered by secretary daily at end of day or first thing in the AM for late submitted minors | Data reviewed for a) trends over time, b) month by month comparisons, c) comparisons made to last year, and d) sorted if improvements are not observed (e.g., who, where, day) |
| Notes: | Revise current office discipline form | Introduce new form and process for majors/minors to staff | Train secretary to enter data | |
| | Draft definitions of each category | Revise form and category definitions based on feedback | If questions arise, principal or PBS team chair consulted | |
| | | Review new process with all staff on final form | Unresolved definition /procedures returned to team for review | |
| | | Set up data-base for data entry (SWIS) | | |

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# 2. Determine what data will help to answer questions

- Existing data set(s)
- Current data collection
- Additional / new data
- *Confidence in accuracy?*
- *Complete picture?*

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**Interventions & Supports**
Effective Schoolwide Interventions

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Effective Schoolwide Interventions

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# 3. Determine the simplest way to get data

- Agreement on definitions
- Standard forms / process
- Frequency of collection
- Target "Multi-purpose" data/use

*Train ALL staff on use & provide on-going TA*

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# 4. Put system in place to collect data

- Build on existing systems
- Add components over time
- Central entry point
  - Electronic

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# 5. Analyze data to answer questions

- Trends
- Instruction & supports in place/not in-place
- Pre/post "big outcomes"
- Comparisons (norm / local)
  - Relative growth
  - Absolute growth

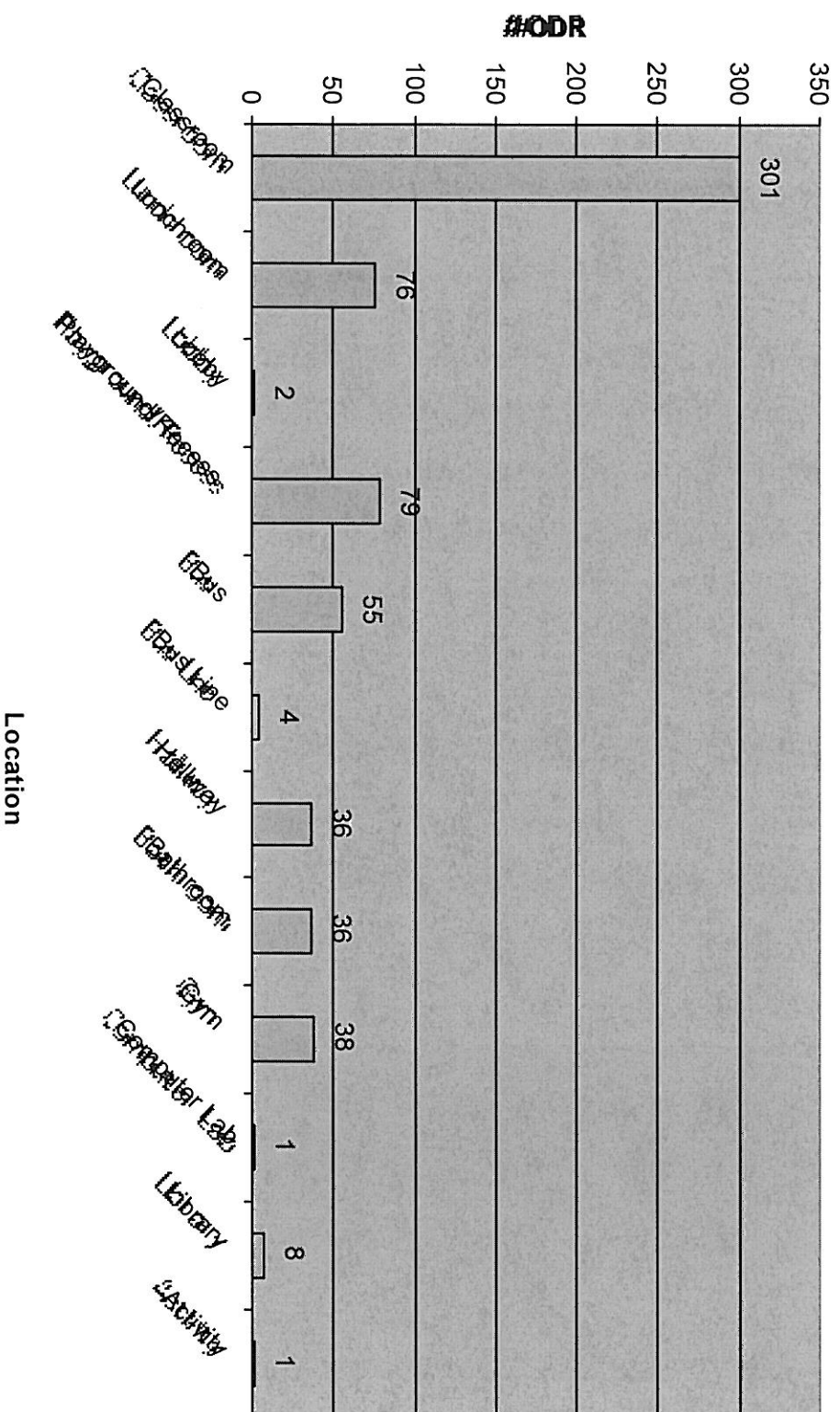# Data-based Decision Making Worksheet

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# By Location

1998-99/#ODR by Location



**#ODR**

Values by location:
- Classroom: 301
- Lunchroom: 76
- Lobby: 2
- Playground/Recess: 79
- Bus: 55
- Bus Line: 4
- Hallway: 36
- Bathroom: 36
- Gym: 38
- Computer Lab: 1
- Library: 8
- Activity: 1

**Location**

# By Behavior

1998-99 #ODR/Behavior



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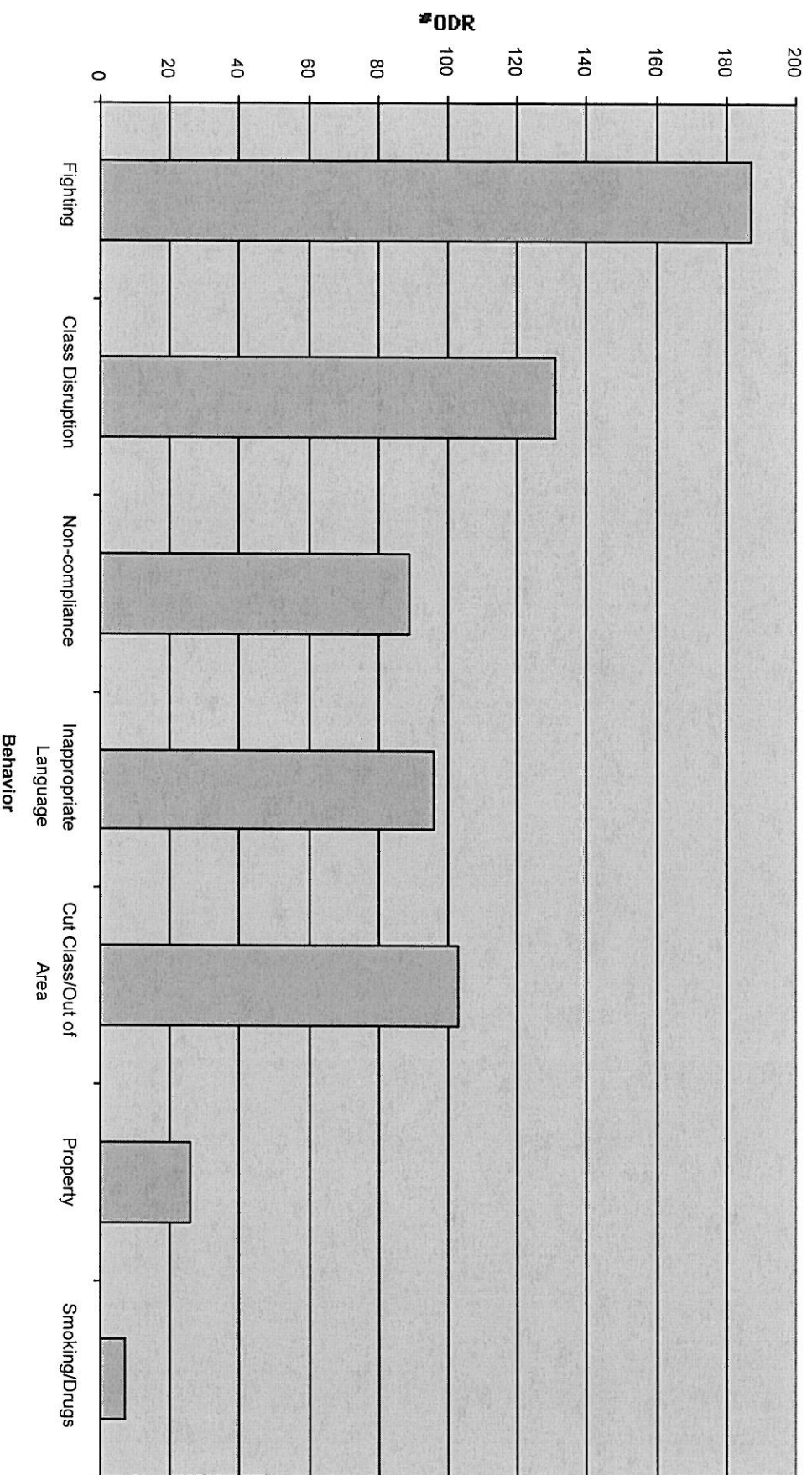
# By Student

**1998-99 By Student**



**# of ODRR**

**Student #**

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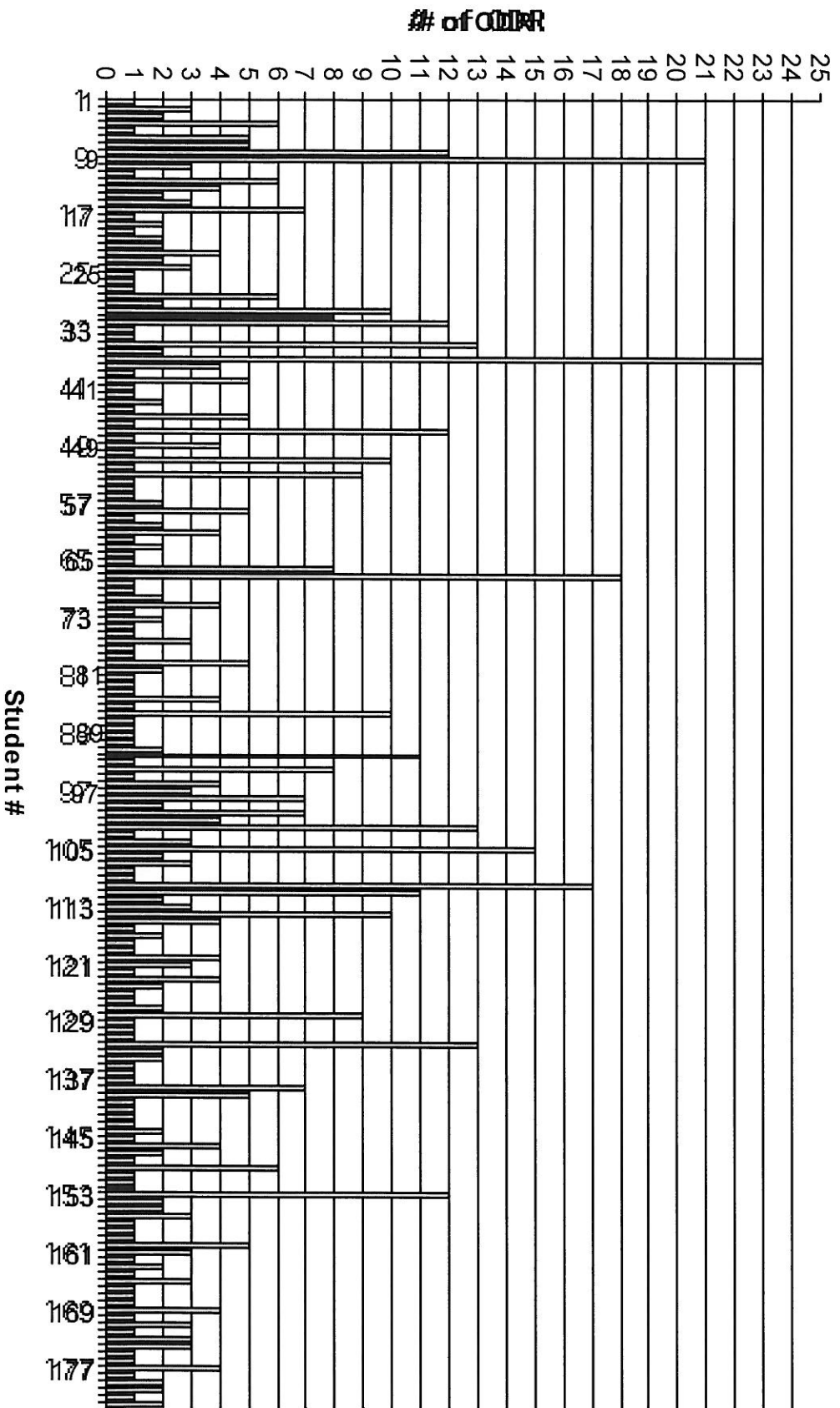
# By # of Referrals

## 1988-99 #ODR per Student



| #Referrals | #Students |
|---|---|
| 1 | 80 |
| 2 | 32 |
| 3 | 16 |
| 4 | 15 |
| 5 | 8 |
| 6 | 4 |
| 7 | 4 |
| 8 | 3 |
| 9 | 2 |
| 10 | 4 |
| 11 | 2 |
| 12 | 3 |
| 13 | 3 |
| 14 | 0 |
| 15 | 1 |
| 16 | 0 |
| 17 | 1 |
| 18 | 1 |
| 19 | 0 |
| 20 | 0 |
| 21 | 1 |
| 22 | 0 |
| 23 | 1 |

pports

# Office Referrals per Day per Month

Last year



School Months: Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May, Jun
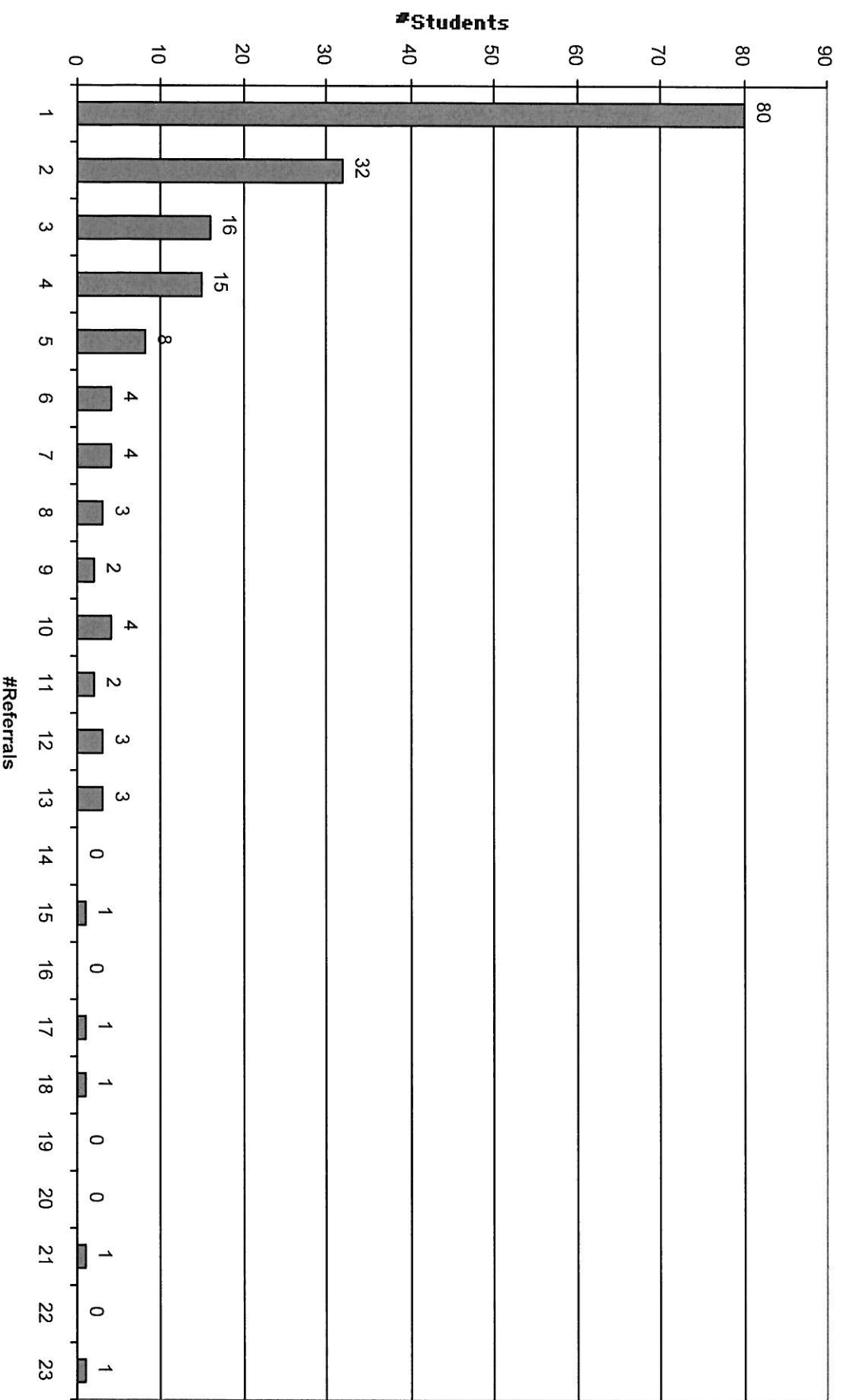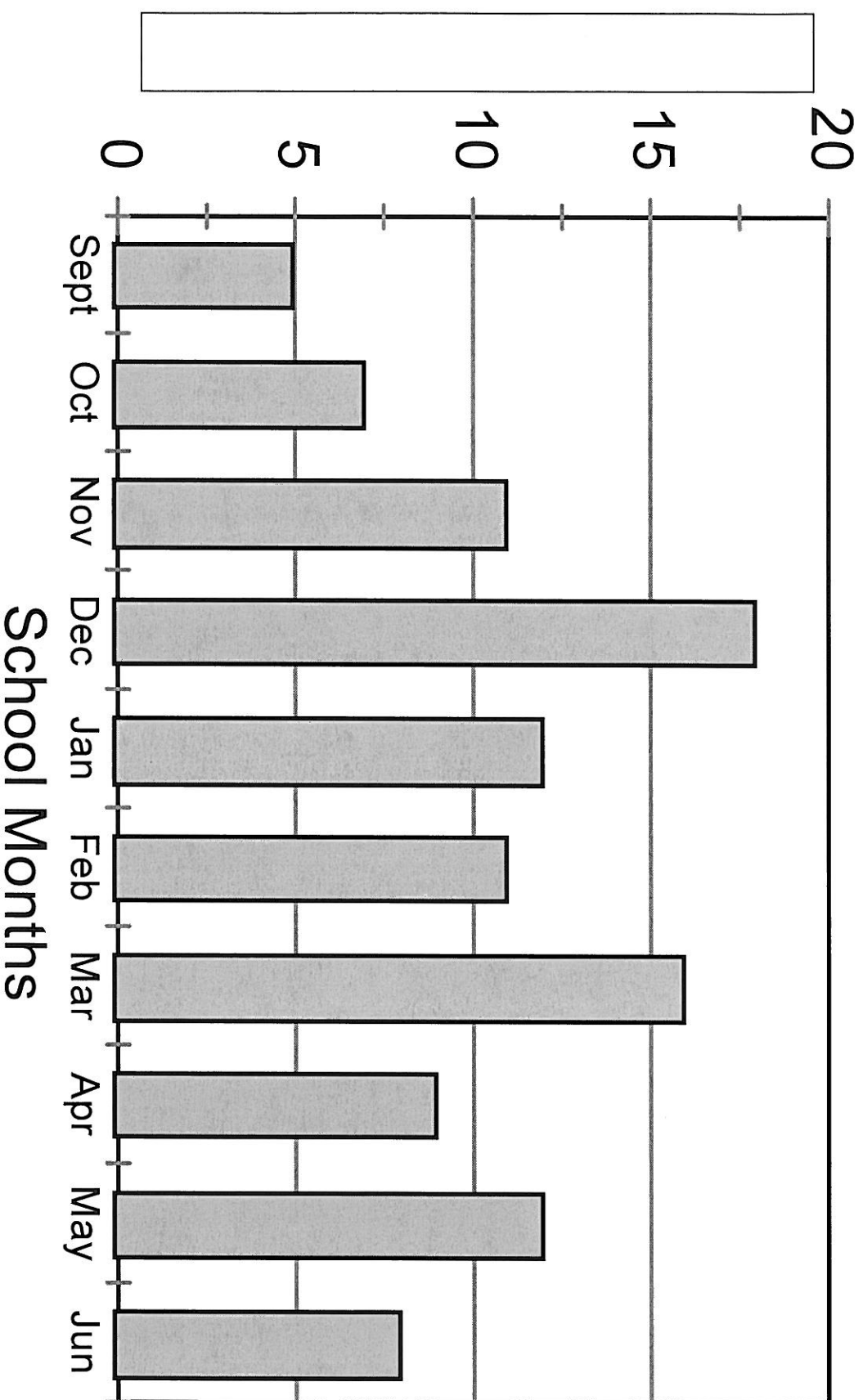
# Office Referrals per Day per Month
## Last Year and This Year

School Months: Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May, Jun

| IF... | FOCUS ON... |
|---|---|
| • More than 40% of students receive one or more office referrals<br>• More than 2.5 office referrals per student | School Wide System |
| • More than 35% of office referrals come from non-classroom settings<br>• More than 15% of students referred from non-classroom settings | Non-Classroom System |
| • More than 60% of office referrals come from the classroom<br>• 50% or more of office referrals come from less than 10% of classrooms | Classroom Systems |
| • More than 10-15 students receive 5 or more office referrals | Targeted Group Interventions / Classroom Systems |
| • Less than 10 students with 10 or more office referrals<br>• Less than 10 students continue rate of referrals after receiving targeted group settings<br>• Small number of students destabilizing overall functioning of school | Individual Student Systems |

# Final Thoughts

- Don't collect data for collection sake – make sure informs the process

- Don't "drown" in data – keep focused on the question

- Data without context are simply numbers